**Workshop Model Lesson Plan**

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| **Course: Water, Waste and Energy** | **Date: 07/10/15** | **Instructor: Andrade,Rosemary** |

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| **Aim/Instructional Outcome:** *(The student will be able to):*  **Students will be able to draw conclusions on how companies can make a big impact on the environment** |
| **Common Core Learning Standards:**  **RL.9-10.1 RI.9-10.1 W.9-10.1e W.9-10.7** |
| **Vocabulary (for active Word Wall):**  **Human impact, resource efficiency, renewable power, greenhouse gas emissions** |
| **Instructional Materials/Resources:**  **internet search, chart, markers, worksheets** |

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| **Time: 45 minutes lesson** |
| **Grade level: 9-12** |

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| **Do Now:**  **Write six names of companies that you know of. Think about the products that these companies sell.** | **Time**  5 mins | **Instructional Grouping:**  **Group work activity** | **Differentiation Strategies:**  **Use of graphic organizer and appropriate internet reading for each level** |
| **Mini-Lesson with Modeling:**  *(“I do)*  **Through the list of companies and products generated in class review the vocabulary and the direct impact companies have in nature. Read and discuss the article “Reduce Waste, Energy and Water and Boost your Bottom Line”. Generate a list of necessary actions companies need to implant to protect the environment.**  **Demonstrate to students what each group will research and present to class e.g. group one water, group two waste, group three energy** | **Time**  10 mins |
| **Student Work Period/Learning Activity:** *Guided Practice (“We do) and Independent Practice (“You do”)*  **Students read article individually. In small groups students will research about the different topics provided by teacher. Students prepare a chart to present to class**  **Students Share: Students review the products and companies from the group, present the topics and connect the group topic and what companies must do to reduce, reuse, and recycle** | **Time**  20 mins    5 mins | **Higher Order Questions:** *(Bloom/Webb)*  **What do companies do today that must stop to protect our planet?**  **How many years does a tree take to grow? How long does it take to cut trees using a high power saw?** | |
| **Summary: Students revisit the aim and present their views on how companies impact nature and what each person can do to protect the environment**  **Assessment: Students have a small quiz to measure their understanding on how everything is interconnected**  **Homework: Students bring small items and share what natural resource was needed to produce the product. Research is required** | **Time**  5 mins | **Reflection on Lesson**  *How will you change this lesson in the future?*  *How will your evaluation of today’s assessment inform future instruction?* | |